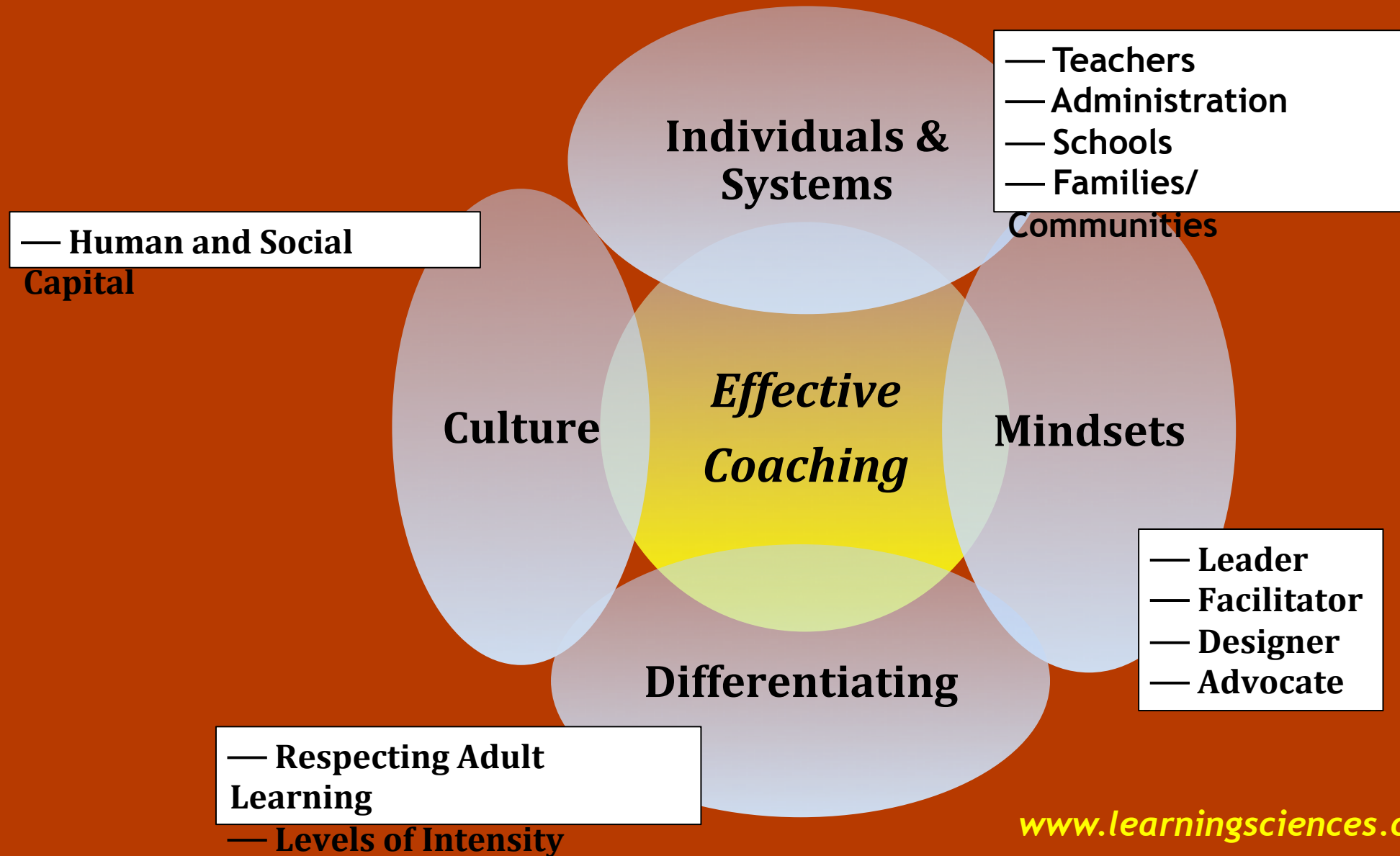


Ways of Thinking and Working as a Literacy Leader

Presenters:

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- Jacy Ippolito (@Jippolito), Salem State University

Framework for Thinking & Working Like a Coach



Individuals and Systems

- Coaches may default to thinking that...
 - “the sum of individual changes across teachers [might be] equivalent to systemic reform” (Mangin & Dunsmore, 2015, p. 203)
 - This is *rarely* the case!
- Need to consider the System & Individuals Simultaneously

Coaching Activities: Levels of Intensity (excerpt)

<u>Level 1: Building Relationships</u> (Informal / Less Intense)	<u>Level 2: Analyzing Practice</u> (Semi-formal / Slightly More Intense)	<u>Level 3: Changing Practice & Making Teaching Public</u> (Formal / Intense)
<ul style="list-style-type: none">• Having conversations with colleagues / building norms• Providing materials for colleagues• Assisting with assessment of students• Instructing students to learn about their strengths and needs• Coaching on-the-fly (having unscheduled, brief meetings with teachers)	<ul style="list-style-type: none">• Co-planning lessons• Introducing discussion-based protocols to assist in the analysis of student work, the holding of group conversations about student/teacher work, and so on• Analyzing student work to assist teachers in planning instruction• Making presentations at professional development meetings	<ul style="list-style-type: none">• Modeling, co-teaching, discussing lessons• Helping individuals and groups design their own discussion-based protocols and collaboration routines• Visiting classrooms and providing feedback (the planning / observation / debrief cycle)• Participating in and leading PLCs

Thinking/Working Like a Facilitator



North, South, East and West:


Compass Points

An Exercise in Understanding Preferences in Group Work

Developed in the field by educators.

Similar to the Myers-Briggs Personality Inventory, this exercise uses a set of preferences which relate not to individual but to group behaviors, helping us to understand how preferences affect our group work.

1. The room is set up with four signs on each wall — North, South, East and West.
2. Participants are invited to go to the “direction” of their choice. No one is only one “direction,” but everyone can choose one as their pre-dominant one.
3. Each “direction” answers the five questions on a sheet of newsprint. When complete, they report back to the whole group.
4. Processing can include:
 - Note the distribution among the “directions”: what might it mean?
 - What is the best combination for a group to have? Does it matter?
 - How can you avoid being driven crazy by another “direction”?
 - How might you use this exercise with others? Students?

	North <i>Acting – “Let’s do it;” likes to act, try things, plunge in.</i>	
West <i>Paying attention to detail —likes to know the who, what, when, where and why before acting.</i>		East <i>Speculating – likes to look at the big picture and the possibilities before acting.</i>
	South <i>Caring – likes to know that everyone’s feelings have been taken into consideration and that their voices have been heard before acting.</i>	

Protocols are most powerful and effective when used within an ongoing professional learning community and facilitated by a skilled facilitator. To learn more about professional learning communities and seminars for facilitation, please visit the School Reform Initiative website at www.schoolreforminitiative.org

Protocols to guide structured conversations

From
“getting to know you”

To
“solving dilemmas”



Consultancy Protocol

The Consultancy Protocol was developed by Gene Thompson-Grove, Paula Evans, and Faith Dunne as part of the Coalition of Essential Schools’ National Re:Learning Faculty Program, and has been adapted and revised as part of their work.

A Consultancy is a structured process for helping an individual or a team think more expansively about a particular, concrete dilemma. Outside perspective is critical to this protocol working effectively; therefore, some of the participants in the group must be people who do not share the presenter’s specific dilemma at that time. When putting together a Consultancy group, be sure to include people with differing perspectives.

Time
Approximately 50 minutes

Roles
Presenter (whose work is being discussed by the group)
Facilitator (who sometimes participates, depending on the size of the group)

1. The presenter gives an overview of the dilemma with which s/he is struggling, and frames a question for the Consultancy group to consider. The framing of this question, as well as the quality of the presenter’s reflection on the dilemma being discussed, are key features of this protocol. If the presenter has brought student work, educator work, or other “artifacts,” there is a pause here to silently examine the work/ documents. The focus of the group’s conversation is on the dilemma. (5-10 minutes)
2. The Consultancy group asks clarifying questions of the presenter — that is, questions that have brief, factual answers. (5 minutes)
3. The group asks probing questions of the presenter. These questions should be worded so that they help the presenter clarify and expand his/her thinking about the dilemma presented to the Consultancy group. The goal here is for the presenter to learn more about the question s/he framed or to do some analysis of the dilemma presented. The presenter may respond to the group’s questions, but there is no discussion by the Consultancy group of the presenter’s responses. At the end of the ten minutes, the facilitator asks the presenter to re-state his/her question for the group. (10 minutes)
4. The group talks with each other about the dilemma presented. (15 minutes)
Possible questions to frame the discussion:
What did we hear?
What didn’t we hear that they think might be relevant?
What assumptions seem to be operating?
What questions does the dilemma raise for us?
What do we think about the dilemma?
What might we do or try if faced with a similar dilemma? What have we done in similar situations?

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Thinking/Working Like a Designer

- Treating Teaching Dilemmas as “Design Problems”
- Design Thinking for Educators Toolkit
 - Discovery, interpretation, ideation, experimentation, & evolution
 - <http://www.designthinkingforeducators.com/toolkit>

Lifelong Learning as a Literacy Leader

- Ongoing self-assessment
- Keep a reflective journal or blog
- Form a network of colleagues (thought partners)
- Join and participate in a literacy-focused prof. org.
- Read widely
- Keep apprised of state & national standards / policies

Final Thought

“As a coach, I’m a work in progress...”